

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Bro Aled Llansannan
Llansannan
Denbigh
LL16 5HN**

School Number: 6622132

Date of Inspection: 01/06/09

by

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Ysgol Bro Aled Llansannan was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Bro Aled Llansannan took place between 01/05/09 and 03/05/09. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
Welsh first language	17
Science	18
Information and communications technology	19
Design and technology	19
Geography	20
Physical education	21
School's response to the inspection	22
Appendices	23
1 Basic information about the school	23
2 School data and indicators	23
3 National Curriculum assessments results	24
4 Evidence base of the inspection	25
5 Composition and responsibilities of the inspection team	26

Context

The nature of the provider

1. Ysgol Bro Aled is a Community Primary School under the control of Conway Unitary Authority. The school is located in the village of Llansannan and it serves the village and the surrounding rural area. Children are admitted to the school on a part time basis in September immediately following their third birthday.
2. There are 66 full time pupils at the school as well as five part time nursery children. Key stage 1 and 2 pupils are taught in three mixed aged groups: Reception, Year 1 and Year 2, Year 3 and Year 4, Year 5 and Year 6. Nursery children are taught in a separate class for five mornings a week. There are four full time and one part time members of staff.
3. The school is situated in one large pleasant building which offers very good facilities for teaching and learning.
4. The school is located in area which is Welsh in language and culture. Welsh is the main language that is spoken in the home by about 80 percent of the pupils but the school believes that nearly every pupil by now speaks Welsh to first language level. No pupils learn English as an additional language.
5. The school considers that the local community is a largely stable one with many families having lived in the area for a number of years and the area is not subject to serious social and economic disadvantage. Five percent of the pupils are entitled to free school meals, which is far lower than county and national averages.
6. The children that are admitted to the school encompass the whole ability range, and the Baseline Assessment show that the ability level of pupils when admitted is similar to the local average. There are approximately 23 percent of pupils with special educational needs (SEN) which is slightly above county and national averages. A very small number of pupils have a statement of SEN. No pupil is 'looked after' by the local authority.
7. There have been no significant changes in the nature of the school since the last inspection in the Summer of 2003. The head teacher has been in post for a little over twenty years.

The school's priorities and targets

8. The main aim of the school is to provide a dynamic education, full of diversity in a pleasant and secure atmosphere where pupils can develop as individuals.
9. The priorities of the school for the period 2009-2010 include:
 - gaining Investors in People (IIP) accreditation;
 - raising literacy standards; and
 - adapting schemes of work to incorporate the needs of the 2008 Curriculum.

Summary

10. The school is a happy and caring community where pupils feel comfortable to approach any member of staff for guidance.
11. Good progress has been made in addressing nearly all the recommendations identified in the previous report in 2003

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

12. The findings of the school in its self-evaluation report match the judgement of the inspection team in six of the seven key questions. Where they differ in Key Question 6, the judgement of the inspection team is lower than the judgement of the school in its self-evaluation.

Standards and progress

13. Over the period 2006-2008, pupils' performance in key stage 1 has almost without exception been amongst the highest 25 percent of schools that have a similar percentage of pupils that are entitled to free school meals. The performance of pupils at key stage 2 has mainly been amongst the lowest 50 percent of similar schools.
14. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	93%	0%	0%	0%

15. Standards in the lessons are better than the national picture published in the latest Annual Report of Her Majesty's Chief Inspector of Schools (HMCI) which maintains that national standards are Grade 2 or better in 84 percent of lessons.

16. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
17. Standards of achievement in the areas of learning and the subject s inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh First Language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology and Communication	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

18. Early years children as well as key stages 1 and 2 pupils make good progress in the key skills of language and communication, using and applying mathematics and in their ability to use information technology and communication (ICT) in different learning contexts
19. Pupils of all ages make good progress in their personal, social and learning skills. They acquire new knowledge and skills confidently, they strive hard in their lessons, and work together well on their tasks. Standards of behaviour are consistently good throughout the school.
20. Pupils in all classes make good progress in their spiritual and moral development. They develop high personal values and discuss moral issues and faiths in a mature manner. Their awareness of equal opportunity and fairness is good.
21. Attendance levels across the school during the last three full terms are 95.5 percent which is higher than local and national levels. Punctuality is consistently good.

The quality of education and training

Grades for teaching

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	94%	0%	0%	0%

23. These percentages are higher than the most recent national picture where teaching is good or better (Grade 1 or Grade 2) in 83 percent of lessons, and outstanding (Grade 1) in 16 percent of lessons. They are also far better than those reported in the last inspection.
24. Teaching in the early years class is consistently good and creative use is made of the outside teaching area.

25. In every class, relationships between teachers and pupils are consistently good. There are clear aims to the lessons, detailed attention is paid to the needs of each pupil and teachers have good subject knowledge.
26. The quality of assessment, recording and reporting to parents is good. Teachers know their children well and use a range of techniques in coming to judgement about standards. The quality of annual reports to parents is good.
27. The educational provision meets the needs of the full range of pupils and offers a curriculum that is broad, balanced and differentiated. It meets statutory requirements in full.
28. An interesting range of educational experiences are prepared for early years children which naturally leads to the National Curriculum (NC) programmes of study. Some of the key stage 2 schemes have been adapted for the 2008 Curriculum but the work, as yet, has not been completed
29. The bilingual competencies of the pupils are increasingly developed and the Cwricwlwm Cymreig is given a prominent place in their learning experiences.
30. Personal and Social Education (PSE) is promoted effectively and there is good provision for promoting pupils' spiritual, moral, social and cultural development.
31. The pupils benefit from good opportunities to take part in a number of extra-curricular activities and they play an important role in the life of the local community.
32. The parents are very supportive of the work of the school and this was reflected in their positive response as seen in the questionnaire and in the pre- inspection meeting.
33. Local visits, in addition to the close co-operation that exists with local businesses, deepens the pupils knowledge of the world of work. The provision for promoting enterprise and entrepreneurial skills is at an early stage of development.
34. There is good provision for promoting sustainable development and global citizenship.
35. The school plans and manages care and support procedures well, and ensures that there is high quality support and personal guidance available for every pupil. There is a very effective School Council which ensures that the pupils' voice has a prominent place in school life.
36. There are appropriate procedures which promote and enable pupils to be healthy and there are relevant policies and guidelines regarding the health and safety and the day to day welfare of pupils.
37. Provision for pupils with SEN is good and complies fully with the requirements of the Code of Practice. The additional needs of individuals are identified early and high quality support is provided for them.
38. A positive attitude is encouraged amongst all pupils on issues such as recognising diversity, and promoting equality on the basis of race, background or gender.

Leadership and Management

39. The close co-operation between the head teacher, staff and governors contributes positively to the work of the school. The head teacher is extremely well supported by a conscientious deputy and hard working staff. However, the School Development Plan (SDP) is not thorough enough to give direction to the work of the school.
40. Day to day management is effective but the head teacher does not have well-defined procedures for creating and reviewing policies.
41. Governors have a good understanding of their roles and responsibilities and they are aware of a number of the schools' developmental needs. Their monitoring and appraisal role has not been fully developed.
42. Self evaluation procedures are appropriate and they are regularly used for finding the school strengths and identifying those aspects that require further attention. However, there is no clear procedure for reporting to the governing body on the self-evaluation outcomes.
43. Pupils have good opportunities to contribute to the school self-evaluation by means of the School Council but there are no regular procedures for finding parents opinions about the school.
44. The school staffing levels are good and teachers' and support staff's expertise are effectively used in order to promote higher standards and improve educational provision. The provision of resource is good.
45. The school regularly reviews the manner in which it uses its resources and ensures value for money.

Recommendations

In order to improve the areas inspected, the staff and governors need to :

- R1 improve the quality of strategic planning by creating a more detailed School Development Plan;
- R2 establish systematic procedures for creating and reviewing managerial policies;
- R3 develop more comprehensive self-evaluation procedures by attending to the shortcomings that have been noted; and
- R4 *completing the work of updating key stage 2 schemes of work.

*priorities in the present SDP

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 46. The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 47. In 2008, key stage 1 pupils' attainment in the National Curriculum (NC) assessments was higher than the national performance in Welsh and mathematics with a good percentage of them attaining Level 3. Science results were slightly lower than the national performance with no pupils attaining level 3.
- 48. Key stage 2 pupils' attainment was higher in Welsh and slightly lower in mathematics, science and English than the national performance. Half the pupils attained Level 5 in Welsh with lower percentages attaining level 5 in the other subjects.
- 49. Over the period 2006 -2008, with very few exception, pupil performance at key stage 1 was amongst the highest 25 percent of schools, who have a similar percentage of pupils eligible for free school meals. The performance of key stage 2 pupils was mostly amongst the lowest 50 percent of similar schools.
- 50. Although there is no significant difference between the performance of boys and girls in key stage 1 , key stage 2 girls tend to perform a little better than the boys

51. Standards in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	93%	0%	0%	0%

52. Standards in the lessons are higher than the latest national picture where standards are Grade 2 or better in 84 percent of lessons. They are slightly lower than the standards for Grade 1 but better than what was reported in the last inspection.

53. The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

54. Pupils of all ages achieve high standards in the subjects inspected. Pupils with SEN make good progress towards achieving the targets set for them.

55. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh First language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology and Communication	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

56. Children in the early years make good progress in their ability to use their oral, reading and writing skills in different learning contexts. They discuss their play activities very confidently, select and use reading materials independently and know about some of the purposes of writing.

57. Good progress is made by children in the early years in their ability to use and apply mathematics in practical activities and real everyday problems. They use appropriate mathematical language to explain their thinking and are confident in dealing with practical problems in the outside area. They develop into confident users of ICT equipment and software.

58. Key stage 1 and 2 pupils listen intently to others and contribute effectively in class discussions. They express themselves confidently and clearly and use appropriate technical vocabulary when discussing their work. A large number of them are proficient readers and by the beginning of key stage 2, they gather information in an orderly manner from different sources. They make good progress in their ability to write for different purposes when recording their work across the curriculum.

59. Key stage 1 and 2 pupils make good progress in their ability to apply their number skills in a number of different contexts. They use a good number of approaches and strategies when problem solving and by key stage 2 they work on practical tasks in a correct, concise way, especially whilst using standardised measurements. Their use of tables and graphs for recording data is limited.
60. In the two key stages, pupils are confident and skilful users of ICT as a learning tool. They research different web sites effectively in order to gather information and use a variety of software to present their work in an interesting and tasteful manner.
61. Across the school, pupils make good progress in their bilingual skills and, by key stage 2 they use Welsh and English confidently as learning medium. The ability of years 5 and 6 pupils to use information from English sources to support their work in Welsh, develops well.
62. Pupils of all ages make good progress in their learning. They are eager to enquire and to ask questions and learn new knowledge and skills confidently. By year 5, pupils intelligently discuss the strengths and shortcomings in their work but they are unsure when suggesting how to improve. Across the school, the pupils strive hard, concentrate well and persevere diligently on their tasks.
63. The development of the pupils' personal and social skills is good. They have a positive approach to learning, they show a keen interest in their work and use their time productively in lessons. They co-operate freely in one to one situations and as members of a group and they take responsibility for their actions and work.
64. Across the school, standards of pupil behaviour are consistently good. They show respect to their teachers and other adults and have a good understanding of the school's expectations. These responsible attitudes provide a firm foundation for pupils to develop into responsible members of the community and make a significant contribution towards creating a conducive learning environment.
65. From an early age, pupils make good progress in their ability to develop as independent learners. They make their own decisions regarding how to arrange their work and they are willing to attempt to solve problems without depending too much on adults.
66. Pupils of all ages have a strong feeling of being part of the school community and are very willing to accept additional responsibilities. Their awareness of the world of work is good.
67. Pupils make good progress in their spiritual and moral development. Spiritual matters are given serious consideration during collective worship, they develop high personal values and discuss moral issues and faiths in a mature manner.
68. In their interaction pupils of all ages have a good awareness of issues relating to equal opportunity and fairness. They acknowledge and respect the diversity of faiths and cultural and social traditions.
69. Attendance levels across the school over the three last full terms are 95.5 percent which is higher than the local and national percentages. Punctuality is consistently good.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the judgement of the school in its self-evaluation report.
71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	94%	0%	0%	0%

72. These percentages are higher than the latest national picture where teaching is good or better (Grade 1 and 2) in 83 percent of lessons, and outstanding (Grade1) in 16 percent of lessons. They are also far better than that reported in the last inspection.
73. The outstanding features in teaching include:
- very effective methods to enable individual pupils to give multimedia presentations; and
 - encouragement to pupils to express opinions, and evaluate and appreciate each others' efforts in a fair and mature manner
74. Teaching in the early years class is consistently good with an effective balance between teacher-led activities and those initiated by children. Support staff's work is carefully planned and creative use is made of the outdoor learning area.
75. Relationships between teachers and pupils are consistently good and praise is used effectively to encourage pupils to give of their best. There are clear aims to lessons which are often shared with pupils. In every lesson, the teachers provide differentiated work and explain tasks effectively. They reinforce previous knowledge, give supportive input to individuals and groups and organise the class appropriately. There is good pace to the lessons.
76. Teachers have good knowledge of the subjects they teach and use each others' subject expertise effectively for the pupils' benefit. They use resources, including interactive white boards, effectively. Penetrating questioning cause pupils to think and the interesting methods of delivery ignite their interest.
77. Good attention is paid to the needs of all pupils and there is no differentiation on the basis of gender, race or ability.
78. Although there are no important shortcomings, in a very small number of lessons the targets that are set do not fully match the pupils' ability.
79. The quality of assessing, recording and reporting to parents is good. The arrangements are manageable and correspond to the learning aims and objectives.

Teachers know their pupils very well and use a range of techniques in coming to judgement on standards.

80. Assessments are made regularly including standardised tests in reading and spelling in both languages, numeracy and scientific tasks. They are accurate and consistent and appropriate use is made of the assessments and the data to plan and improve learning.
81. Assessment for the early years is thorough and clear. Effective use is made of the information collected through the Baseline Assessment and other continuous assessments, for future planning.
82. In key stages 1 and 2, accurate records are kept of the pupils' educational progress, significant examples of their work, as well as details of their social and behavioural achievements. Teachers make constant use of them to monitor and track individual pupils' progress
83. Year 3 and 4 pupils benefit greatly from the personal language targets that are set for them and exhibited in their work books.
84. Supportive and constructive feedback is given during lessons. Across the age range, pupils' work is regularly marked with positive comments which relate to the learning objectives. Occasionally, in years 5 and 6, there is some inconsistency in the guidance given on how the pupils can improve their work.
85. There are very effective examples of pupil orally self-evaluating aspects of their work but there is no whole school understanding on how to develop this aspect.
86. The school works closely with local primary schools and the catchment area's secondary school to standardise and moderate pupils' work. In addition, a useful portfolio of examples of pupils' work has been created which have been levelled and includes relevant observations. This file assists teachers in ensuring consistency when making judgement on standards.
87. The quality of annual reports to parents is good and they give clear information regarding pupils' progress and effort. They also provide useful information on pupils' social development and note aspects for improvement.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement of the school in its self-evaluation report.
89. The educational provision meets the needs of the full range of pupils and offers a curriculum that is broad, balanced and differentiated. It meets statutory requirements in full.
90. The stimulating range of learning experiences that are provided for early years children ensures that they have a good start in school. The activities are interesting,

and have been planned effectively and lead naturally to NC programmes of study at key stage 1.

91. In cooperation with a cluster of local schools, the school has reviewed and adapted approximately half of key stage 2 subject schemes of work in order to respond to the requirements of the 2008 Curriculum, and there is a clear timetable to complete the remainder soon. These plans give appropriate guidelines in promoting continuity and progress in pupils' learning. On the whole, short term plans are detailed and ensure purposeful and interesting activities for pupils.
92. Although there are opportunities to develop thinking and problem solving skills in a number of lessons, the planning for this has not been fully developed. There is careful planning for the introduction of basic skills and constant attention is given to the development of key skills.
93. There is good provision for developing pupils' bilingual competency.
94. The *Cwricwlwm Cymreig* is a strong feature in the life and work of the school. There are a wide range of opportunities to raise pupil awareness of their heritage and their culture on a local and a wider scale.
95. The curriculum is enriched through a number of educational visits and by inviting other adults into school. A number of these experiences strengthen the links with the local and wider community.
96. Personal and Social Education (PSE) is promoted well. The programmes include such characteristics as health care, discussing feelings, and supporting and encouraging acceptable behaviour.
97. There is good provision for promoting pupils' spiritual, moral, social and cultural development. Pupils are encouraged to differentiate between right and wrong and in collective worship, good opportunities are given for them to meditate and consider the lives of others as well as their own. Responsible social attitudes towards the life and work of the school are nurtured and the need for pupils to treat others in a caring and sensitive manner is stressed.
98. Circle time sessions are extremely carefully planned with pupils having the opportunity to discuss their feelings in a supportive environment. Collective worship sessions conform with the statutory requirements and provide good opportunities for pupils to meditate and discuss key spiritual and moral aspects.
99. The pupils benefit from good opportunities to take part in a number of extra-curricular activities, which include clubs, Urdd competitions, and sporting teams. A substantial number take part in these activities, gaining knowledge and developing valuable skills.
100. Learning is reinforced by interesting and suitable homework tasks, especially in key stage 1 and years 3 and 4. There are no regular arrangements for setting homework in the years 5 and 6 class.
101. Pupils' learning experiences are significantly enriched by productive links with a wide range of partners. Parents are very supportive of the work of the school and this was

clearly reflected in their positive response in the questionnaires and in the pre-inspection meeting. They are very appreciative of the work of the school and are very diligent in raising money towards purchasing resources for pupils and staff.

102. There are suitable arrangements for communicating with parents and the Prospectus, as well as the Governors' Annual Report to Parents, contain the statutory information.
103. The school is very supportive of all community activities and has formed a close partnership with a number of local organizations.
104. There is very close cooperation between the school and a cluster of local schools especially in creating schemes of work, in-service training arrangements and moderating teachers' assessments. There are effective arrangements with the local comprehensive school with a good number of suitable activities held to encourage a smooth transition between years 6 and 7.
105. Local visits, in addition to the close cooperation that exists with local companies deepens the pupils knowledge of the world of work. The provision for promoting enterprise and entrepreneurial skills is an early stage of development
106. Provision for promoting sustainable development is good. Recycling and energy saving routines are fully integrated in the culture of the school and issues relating to the sustainable world are regularly included in key stage programmes of work. The school has not made a formal application for accreditation as an Eco School.
107. Pupils' awareness of global citizenship is effectively promoted in the curriculum provision. They regularly contribute towards local and national charities but they have not established links with foreign schools.
108. Curricular experiences enable the pupils to gain some the knowledge and essential skills for lifelong learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team match the judgement of the school in its self-evaluation report.
110. Care and support arrangements at the school are well planned and well managed. Effective use is made of the Local Authority's support services and there is close cooperation with parents on issues relating to the care and welfare of their children.
111. New pupils in the reception class settle quickly and feel safe in school.
112. The support and personal guidance that is provided for pupils is of a good quality. The school is a happy and caring community where pupils feel comfortable in approaching any member of staff for guidance. Detailed attention is given to PSE requirements and lessons are planned carefully in order to satisfy the needs of pupils of all ages.

113. There is a very effective School Council which ensures that pupils' voice has a high priority at the school. They meet regularly and discuss issues that are raised in a responsible and mature manner.
114. The school has suitable arrangements which encourage and enable pupils to be healthy. Detailed attention is given to the welfare of pupils and to promoting healthy eating habits. Good opportunities are provided for pupils to improve their fitness level.
115. Registration periods are administered appropriately and there are suitable procedures to ensure the careful monitoring of attendance, punctuality and pupils' behaviour.
116. There are relevant policies with clear guidelines on pupils' day to day health and safety procedures. There is an appropriate policy on child protection which outlines the procedures to be followed. All staff are aware of these policies and of their personal responsibilities in their implementation.
117. Provision for pupils with SEN is good. It fulfils the requirements of the Code of Practice in full.
118. The school identifies individual additional needs early and intervenes when required. Teachers make every effort to ensure that assessments are correct and that there is effective provision for every child, including those with behavioural problems or disabilities.
119. The support provided in the one to one sessions is good. Effective focus is given to the pupils' specific needs by using a variety of suitable resources. The provision is carefully structured to ensure that pupils reach their full potential.
120. The attention and support given by teachers and assistants in the classroom is consistently effective and promotes good progress and behaviour of pupils in their care.
121. Comprehensive records of pupil achievements are kept and suitable and detailed Individual Education Plans (IEPs) are prepared by the SEN co-ordinator. They include clearly defined attainable targets that are regularly monitored and include useful records which outline pupil progress and future targets. Pupils greatly benefit from the effective cooperation between the co-ordinator, the specialist teacher and staff in ensuring a comprehensive provision which corresponds to their needs.
122. The school works well with parents and external agencies to review progress made by pupils with SEN.
123. There are effective procedures regarding monitoring the behaviour of every pupil. Minor problems that arise between pupils are immediately dealt with.
124. Positive attitudes are nurtured amongst the pupils on issues such as recognising diversity and promoting equality on the basis of race, background and gender. This opinion was supported by the pupils during their discussions with the inspectors.

125. The school ensures that any pupil with physical disability is treated as favourably as all other pupils. An appropriate accessibility policy as well as a Disabled Equality Plan and a suitable action plan are implemented.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

126. The findings of the inspection team match the judgement of the school in its self-evaluation report. Although pupils' achievement standards are good there are shortcomings in the quality of leadership and management at the school.
127. The close cooperation between head teacher, staff and governors contribute well to the work of the school. They are all committed to the success of the school and share agreed values concerning interrelationship and behaviour. However, the school strategic planning is not sufficiently clear concerning promoting new developments and supporting improvements.
128. Day to day management is effective but there are no clear procedures for creating and reviewing policies. Equal opportunities for all are promoted and every persons' contribution is appreciated.
129. The head teacher is very well supported by a very diligent and conscientious deputy. She is a key person in ensuring the success of the school and makes an important contribution to pupils' standards of achievement and to the quality of the educational provision. The teachers and classroom assistants cooperate effectively as a team and shoulder a fair share of responsibilities
130. Appropriate consideration is given to a limited number of local and national priorities when determining developmental priorities. The Basic Skills Quality Mark has been achieved on two occasions and the school is now involved in Step 3 of the Healthy School Plan. However, there are no clear plans for adopting current initiatives such as "assessment for learning" and "thinking skills" and no formal application has been made for the Eco School accreditation. The school is preparing for Investors in People (IIP) accreditation.
131. Appropriate pupil performance targets have been set at the end of both key stages. They are challenging but achievable targets based on the predictive performance of individual pupils.
132. There are appropriate procedures for monitoring the performances of individuals. The objectives agreed upon under the Performance Management regulations are based on teachers' professional needs as well as school development priorities.
133. Governors have a good understanding of their roles and responsibilities and are aware of a number of the developmental needs of the school. They give good support to the head teacher and are aware of their role as a critical friend to the school.

Despite this, they do not receive enough information from the head teacher to enable them to undertake their strategic role effectively.

134. Governors are aware of their monitoring and evaluation responsibilities but they do not have definite strategies in order to complete the work. They fulfil their legal duties effectively.
135. The governing body has an appropriate policy and procedures for responding to complaints. It includes clear action steps and sets specific deadlines for resolving any complaints.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

136. The findings of the inspection team differ to the Grade 2 awarded by the school in its self-evaluation report. Since there are some shortcomings in the self-evaluation procedures and in the quality of planning for improvement, it has not been possible to agree with the school judgement
137. The judgement of the school in its self-evaluation report matches the judgement of the inspection team in six of the seven key questions.
138. Appropriate self-evaluation procedures have been established in the school and they are regularly used to ascertain the strengths of the school and areas that require further attention. Appropriate attention is paid to pupils' standard of work, the quality of planning and the sufficiency of resources and the findings of the evaluations are shared with members of staff. However, there is no clear system for providing a written report to the governors on the outcomes of the self-evaluations.
139. The self-evaluation procedures draw on direct evidence from a number of sources which include inspecting pupils work, analysing National Curriculum assessments and standardized internal tests and observing lessons. Very limited use is made of data in order to compare the performance of different groups of pupils, such as girls and boys.
140. By means of the School Council, pupils are given good opportunities to contribute to the school's self-evaluation. However, only occasionally are parents given the opportunity of voicing their opinion on the quality of educational provision.
141. Good features outweigh shortcomings in the quality of the school self-evaluation report. It is a concise report which refers to an appropriate range of evidence sources. Some focus is given on evaluating pupil achievement standards although there is a tendency in a number of sections to concentrate too much on merely providing a description of the provision. Although some of the strengths of the school are included in the report there is rarely any reference to those areas that require further development. There is an appropriate link between the self-evaluation outcomes and the priorities noted in the SDP.

142. The SDP contains a broad outline of school priorities but it is not sufficiently detailed and not enough attention is paid to how it is intended to raise standards and improve the educational provision. In its present form, it is not a sufficiently rigorous document in order to plan improvements.
143. Inspection evidence supports the judgement of the school that self-evaluation has led to observable improvements in standards in ITC and English spelling.
144. The school has made good progress in tackling nearly all the recommendations noted in the 2003 report. Standards have raised in a good number of subjects, the role of subject coordinators has been developed and by now whole school planning has improved. Making the self-evaluations procedures more rigorous and planning for improvement remain priorities that require attention.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team match the judgement of the school in its self-evaluation report. Although Key Question 5 was awarded Grade 3, pupil achievements are good and the school uses its financial and human resources effectively and efficiently.
146. The school's staffing levels are good and teachers have sufficient knowledge and expertise to teach every aspect of the school's curriculum successfully. They cooperate very effectively as a team as they plan together and share ideas.
147. Appropriate attention has been given to workforce remodelling when allocating managerial and curricular responsibilities amongst staff and there are effective procedures to reduce teachers' workload.
148. Pupils have access to a wide range of resources which complement their learning experiences and which are of good quality. There is an adequate supply of books in the central library and in the classes and there is good provision for teaching and learning ICT. Effective use is made of these resources by teachers and pupils.
149. The school is well maintained and benefits greatly from being part of a community centre. Classrooms offer a pleasant location for teaching and learning and are of adequate size for the number of pupils. The large hall and the extensive grounds around the school substantially enrich pupils' educational experiences. Effective use is made of all these resources by staff and pupils.
150. There is good provision for the Foundation Phase with an area outside the classroom specifically dedicated to them. The constant use made of this area significantly enriches pupils' learning experiences.
151. All school resources are managed effectively and efficiently. Careful budgeting arrangements ensure that specific amounts of money are earmarked to support the main priority of the school, that of maintaining a high staffing level, and that a reasonable reserve is kept in order to respond to any unexpected situation.

152. Staff are used effectively, making the best use of their expertise and time. Staff exchange classrooms in order to teach some subjects and good advantage is made on the expertise of part time teachers to teach such subjects as religious education and music, during time allocated to class teachers' planning, preparation and assessing periods. This has a positive effect on pupils' achievement in a number of areas.
153. The school regularly reviews the manner in which it uses its resources and ensures value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1: Grade 2 Good features and no important shortcomings

Key stage 2: Grade 2 Good features and no important shortcomings

Outstanding features

154. Year 3 and 4 pupils show good oracy skills with some outstanding features in lessons when they present their own work in front of the class, and in questioning and expressing opinion

Good features

155. Nearly every pupil in key stage 1 can express themselves effectively for different purposes and with increasing confidence and accuracy.
156. Pupils in both key stages speak confidently about their work and their experiences with their fellow pupils and adults. The majority of them respond in an extended manner in group and whole-class situations. Their ability to listen to and follow instruction is good.
157. Pupils in key stage 1 succeed to master reading skills according to their age and their ability. They deconstruct unfamiliar words by using familiar spelling patterns and discuss the contents of their books sensibly.
158. Key stage 2 pupils read with understanding and with good enunciation, whether the content is a story or factual. When reading fiction they go into great detail on that which appeals to them and express opinions on events. They read clearly and confidently in public and are competent in collecting information from different sources.
159. The majority of pupils in key stage 1 achieve good standards in their written work. They display increasing understanding of sentences and make appropriate use of the concise past tense of the verb when they write independently for different purposes. In their stories and descriptive pieces, they show appropriate progress in their use of different syntax, connectives and adjectives.

160. Pupils in key stage 2 write confidently in a range of different formats for different audiences. They punctuate appropriately and their appreciation of paragraphing develops well. For the most part, they transfer their grammatical exercises effectively to their creative writing tasks. The majority across the key stage produce interesting work which is presented tastefully.

Shortcomings

161. Although there are no important shortcomings, year 5 and 6 pupils do not correct their own written work sufficiently.

Science

Key stage 1: Grade 2 Good features with no important shortcomings

Key stage 2: Grade 2 Good features with no important shortcomings.

Good features

162. Pupils in both key stages make effective use of books and ICT equipment including websites in order to collect scientific information
163. With the aid of the teacher and by exploring in the discovery area, the majority of key stage 1 pupils carry out a good number of scientific investigations. They understand the basic requirements of fair testing and make sensible predictions of the expected results of their investigation. They make detailed direct observations and keep detailed accurate measurements as they study. By the end of year 1 they discuss their work confidently, recording results on appropriate worksheets and offer simple explanations on what they found. Pupils use appropriate vocabulary when discussing scientific concepts and information.
164. The knowledge and understanding of key stage 1 pupils of the natural world and of materials and their properties is good. Through detailed observations, they differentiate appropriately between different types of seed and show a good understanding of the conditions required by plants in order to prosper and grow.
165. In key stage 2, pupils make good progress in their ability to plan and carry out scientific investigations. They formulate sensible scientific questions and by using appropriate worksheets, plan investigations in an orderly manner showing a clear understanding of fair testing requirements. By Year 5 they carry out investigations in a systematic manner, make detailed measurements and identify which variables need either to be changed or kept constant. They come to sensible solutions on the basis of their observations and communicate their findings effectively by using text, diagrams, graphs and tables.
166. In Years 3 and 4 pupils independently create electrical circuits and differentiate appropriately between materials that are conductors or insulators of electricity
167. The scientific knowledge and understanding of year 5 and 6 pupils is good. When undertaking investigations to determine which factors effect plant growth, they show good problem solving skills and recall previous learning very effectively.

Shortcomings

168. Although there are no important shortcomings, year 5 and 6 pupils' ability to plan and carry out scientific investigations independently has not been developed to its full potential.

Information technology

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Good features

169. Pupils in key stage 1 use ICT equipment and software with increased skill in a variety of appropriate contexts. They create pieces of written work effectively on screen and are able to adapt the text when necessary. By the end of year 1 nearly every pupil can save work, recall it and edit it before printing with very little assistance. They use basic drawing packages to create pictures and patterns associated with their work and, with assistance, create simple block graphs.
170. With adult help, key stage 1 pupils can send and receive messages via e-mail and visit different websites. They show good mastery of the mouse to move images on screen and they use the interactive whiteboard confidently.
171. Key stage 2 pupil skills to find and analyse information and to create and transfer information is good. They find information from a variety of sources including websites, before evaluating and adapting for specific purposes. They produce, use and interrogate databases effectively to record, rearrange and present information.
172. Key stage 2 pupils show a firm mastery of word processing and use a vast range of equipment to set, edit a create effect. They are skilful in moving text from one document to another and in preparing a multimedia presentation. Throughout the key stage, pupils are competent in using electronic methods to share and exchange information.

Shortcomings

173. There are no important shortcomings.

Design technology

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 - Good features with no important shortcomings

Good features

174. The ability of key stage 1 pupils to undertake assignments where they design and make products, is good. They record their ideas in detail in the form of a simple

picture, they note the equipment they intend using as well as the implementation steps. They express opinions about their products by forming happy or sad faces

175. By being involved in a wide range of activities, the majority of key stage 1 pupils refine their practical skills. Whilst making play equipment for a park they use equipment such as scissors, in a safe manner and assemble, join and combine materials skilfully. They make appropriate use of building kits and they know the importance of axles in order to create movement.
176. During the process of design and making a specific logo, year 3 and 4 pupils draw from a variety of sources to produce a range of their own interesting ideas. They communicate their ideas effectively by means of sketches and detailed diagrams.
177. Year 5 and 6 pupils show good awareness of the characteristics of effective marketing when discussing a visit to a local company. During the process of making a box to hold fragile foods, they measure, fold and cut in a detailed manner whilst keeping in mind the main purpose of the task. They make extremely effective use of cams in order to create movement.
178. In both key stages, pupils' food technology skills are good. They evaluate their work in a critical manner and suggest ways of improving their finished product.
179. Pupils of both key stages make effective use of ICT equipment and programmes, to control devices.

Shortcomings

180. Pupils of both key stages make little use of finished products in the process of developing their own ideas.

Geography

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Good features

181. In key stage 1, pupils effectively explore the geographical characteristics of their own area. They can describe where they live and the journey to school, and confidently discuss the differences in buildings
182. Key stage pupils' mapping skills are good. They create symbols to place on the map of their village, make a three dimensional map of their area and locate their village on a map of Wales. They know how to follow and give directions and by means of practical field work, they estimate relative distances between two places with an appropriate understanding
183. Key stage 1 pupils' work on a country in Africa, extend their knowledge of the wider world. They talk enthusiastically about the different ways of living and the country's

climate. They know how climate influences what they wear during the different seasons.

184. In key stage 2, mapping skills are increasingly developed across the ages with good use made of ordinance maps and atlases. Pupils read maps that are appropriate to their ability and they use grid references when reading locations. They understand the points of the compass and the purpose of a key on the map.
185. Pupils in key stage 2 make good progress in their understanding of the geography of Wales and some of the main human and physical features. In their study of their own area and of other areas in Wales, they use a good range of research skills to collect and record information and apply these successfully in their field work.
186. Key stage 2 pupils show increased awareness and understanding of the effects of human activities on the environment and that it is possible to have different viewpoints on issues involved with sustainable development.

Shortcomings

187. Although there are no important shortcomings, there are some gaps in many key stage 2 pupils' knowledge of the various ways of controlling pollution in the environment.

Physical education

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 - Good features with no important shortcomings

Good features

188. Pupils in both key stage dress appropriately for the lessons. They listen carefully to instructions, concentrate well as they work and enjoy taking part in the activities. They have a good understanding of the beneficial effects of physical activity and of the need to ensure safety during the lessons.
189. Pupils across the ages evaluate their own work and that of others fairly using the appropriate technical terms.
190. In warm up sessions in key stage 1, almost all pupils are fit and lively as they change directions at speed to look for space. Their rolling, throwing and ball catching skills are good. They try hard when playing team games to develop their ability to run quickly, to throw accurately and to catch well.
191. Year 3 and 4 pupils develop and refine their ability to perform sequences of gymnastic movements skilfully and confidently, flowing from one movement to another. When working on equipment, they jump, create upright shapes and land showing tension and control. A minority of pupils are extremely skilful when exhibiting their gymnastic skills.

192. In years 5 and 6, pupils develop and improve their athletics skills effectively. They focus on and make good progress when practising long jump, hurdles and javelin throwing. They strive hard to improve their techniques and they have strong awareness of space and other pupils around them.

Shortcomings

193. There are no important shortcomings.

School's response to the inspection

194. The findings of the inspection recognises that generally, we have maintained high standards since the last inspection and have improved standards in subjects such as geography, physical education and Information and Communication Technology. We were pleased to see that inspectors found that pupils' attitudes to learning, the interest they show in their work and their ability to concentrate were very good features. Also, that our support and guidance systems which underpin our curriculum provision, are seen as being appropriate and effective. The skills and dedication of our teachers as well as the care and skills of our support staff, are also rightly praised. Most important is the emphasis in the inspection report on those elements that gives our school its character and the confirmation that we fulfil our aim of creating a happy and safe school which fosters pupils' confidence and independence.

195. We will address the recommendations in the report by adapting and strengthening our current School Development Plan. Information will be circulated to parents showing how the school will address the recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Aled Llansannan
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llansannan, Denbigh
Postcode	LL16 5HN
Telephone number	01745 870660
Headteacher	Iwan Vaughan Evans
Date of appointment	January 1987
Chair of governors	Dylan Roberts
Registered inspector	Wil Williams
Dates of inspection	01/06/09 - 03/06/09

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2.5	7	12	4	11	11	9	10	66.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.2
Pupil: adult (fte) ratio in nursery classes	2.5:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	11

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	There are no nursery pupils at the school	95.5	94.3
Autumn 2008		91.3	96.4
Spring 2009		95.5	94.3

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	None

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					11
Percentage of pupils at each level			D	N	W	1	2	3
Welsh	Teacher assessment	School	0	0	0	0	66.7	33.3
		National	0.2	0.1	2.4	10.7	62.8	23.8
We: oracy	Teacher assessment	School	0	0	0	0	66.7	33.3
		National	0.2	0.1	1.3	10.3	64.6	23.5
We: reading	Teacher assessment	School	0	0	0	0	66.7	33.3
		National	0.2	0.1	2.3	16.3	60	21.1
We: writing	Teacher assessment	School	0	0	0	0	66.7	33.3
		National	0.2	0.1	2.8	20	65.7	11.1
Mathematics	Teacher assessment	School	0	0	0	18.2	63.6	18.2
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	0	100	0
		National	0.2	0.1	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81.8%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								12
Percentage of pupils at each level			D	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	16.7	66.7	16.7	83.3
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5	79.8
Welsh	Teacher assessment	School	0	0	0	0	0	25.0	25.0	50.0	75.0
		National	0.3	0.1	0.8	0.8	4.4	16.7	53.4	23.6	77.0
Mathematics	Teacher assessment	School	0	0	0	0	0	25.0	66.7	8.3	75.0
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9	81.3
Science	Teacher assessment	School	0	0	0	0	0	16.7	83.3	0	83.3
		National	0.2	0.1	0.5	0.4	1.6	10.7	52.4	34.2	86.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
In the school	75%	In Wales	75.5%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent an equivalent of six inspection days in the school. They met as a team, which included the nominee of the school, before the inspection.

These inspectors visited :

- 17 lessons or part lessons; 15 in the six subjects inspected and 2 in other subjects;
- registration periods, assemblies and collective worship: and
- a range of extra-curricular activities

Inspection team members held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- groups of pupils representing every school year;
- the school council; and
- representatives of movements connected with the school.

The team also considered:

- the school self-evaluation report;
- 15 responses to a parental questionnaire, of which 94% were supportive;
- documents provided by the school before and during the inspection;
- a broad range of pupils' previous and current work; and
- Samples of pupils' work.

Following the inspection, the inspection team held meetings with subject areas, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Type	Responsibilities	Teaching Areas/ Subjects
Mr Wil Williams	Registered Inspector	Context; Summary recommendations; Appendices; Key Questions 1,5,6,7	Science, ICT, Design and Technology
Ms Lisa Jane Davies	Team Inspector	Key questions 2,3 and 4	Welsh First Language, Geography and Physical Education
Mr Wil Owen	Lay Inspector	Contributions to key questions 1,3,4 and 7	
Mrs Judith Owen	Peer Assessor	Contribution to all key questions and subjects	
Mr Iwan V Evans	Nominee Head teacher	Providing information. Contributions to all key questions	

Acknowledgement

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor:

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